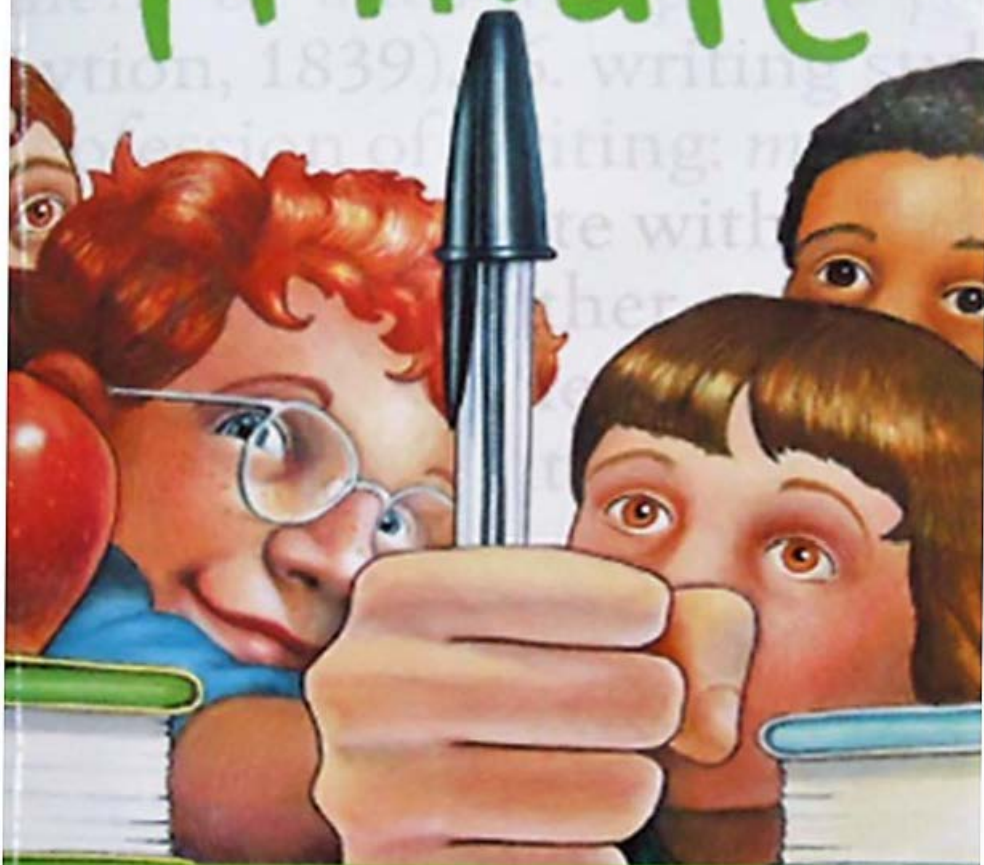


# Frindle



★"Will have readers smiling all the way through. . . . Hilarious."—*The Horn Book*, starred review

Andrew

# Clements

Bestselling author with over 10 million books in print!

ILLUSTRATED BY BRIAN SELZNICK

# Student 2

Name \_\_\_\_\_

Discussion # 1

## Chapters 1 and 2



### Strategy:

- Expert Readers know and recognize when an author shows instead of just tells. He might show you an example of something a character does, which will help you to get to know that character better.

### Focus Work

- Your job is to look for evidence that the author has shown you something about a character instead of just telling you. You will notice details about Nick in Chapter 1 and details about Mrs. Granger in Chapter 2

Character	Evidence from Text	This Shows...
Nick	<ul style="list-style-type: none"><li>• he makes noises</li><li>• turns his class into a tropical island</li><li>• gets Janet into trouble</li><li>• he makes fun of the teacher</li></ul>	he is a trouble maker
Mrs. Granger	<ul style="list-style-type: none"><li>• can't chew gum</li><li>• she loves the dictorary.</li><li>• she made them write 35 times for vocabulary</li><li>• she would stick the gum on your shirt for the rest of the day</li></ul>	she is serious, and mean means business

# Japan pleads for change in rules to allow for some whale hunting

By Agence France-Presse, adapted by Newsela staff on 10.31.16

Word Count **712**



Packs of whale meat to be sold hang at a specialty store in the Ameyoko shopping district of Tokyo, Japan, March 27, 2014. Photo: AP Photo/Shizuo Kambayashi, File

On Wednesday, Japan asked the International Whaling Commission (IWC) for permission to hunt more whales. Japan argued that whale meat is a traditional source of food in the island country. Small communities on Japan's coast have been unfairly stopped from whaling, Japan said.

Pro- and anti-whaling nations strongly disagree on Japan's request. They are gathered in Slovenia for an IWC meeting. The IWC is the global group that sets rules on whale hunting.

As in other years, Japan was supported by Norway and Iceland, two Scandinavian countries that are in favor of whaling. Japan was strongly opposed by the United States, Europe and Australia, among others.

## Native Groups Can Hunt

IWC only allows hunting by native groups that traditionally consume whale meat, or for scientific research. Whaling is not permitted for any other reason.

**You read two articles: one made the case for legalizing whale hunting and the other made the case against legalization of whale hunting. You will write an opinion essay in which you clearly state your opinion on whale hunting and use at least three pieces of evidence from the texts to support your position. Be sure to plan out your reasons and evidence before you begin writing your essay.**

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### Plan

Reason #1: In danger of decreasing numbers

- "Japan's request would have a big effect on the whale's populations"
- "So many whales were being killed worldwide, they were in danger of becoming extinct."

Reason #2: Not using the meat for good reasons

- Just want to sell the meat when they say they want to use it for scientific research
- "No longer rely on whale meat or whale oil to live."

Reason #3: can see why other people do it

- Whale meat is "a traditional source of food"
- Scientific research

### Response

I can see why some people think whale hunting is okay but I do not agree. It is unnecessary to hunt and kill these innocent creatures. For instance, some species of whales are in danger of going extinct and some people that do hunt whales do not have good reasons to do it.

The first reason, I am against whale hunting is because whales are in danger of their numbers decreasing and then going extinct. For example, according to an article about whaling in Japan, "Japan's request would have a big effect on the whale's populations." Another article said that "So many whales were being killed worldwide, they were in danger of becoming extinct." If we continue hunting whales they will quickly become even more endangered and could disappear from our oceans.

In addition, some of the people who hunt whales, do not have good reasons for doing it. What I mean by this is that people just want to catch them and then sell their meat. In fact, Japan claims they're hunting whales for scientific research but other nations think that this is a cover-up to hunt whales and sell their meat. Another example of this is whaling in Bequia. They have continued to hunt whales even though they "no longer rely on whale meat or whale oil to live."

Even though I do not think people should hunt whales I can see why some people do it. For some people whale meat is a tradition or source of food. They need to hunt whales for food to survive. It is also a tradition which could sometimes be okay. It is also okay if they are hunting whale for scientific research. The scientist or researchers are just trying to find out more about whale.

Over all I do not think that whaling is appropriate. It's not okay because whales could go extinct and some people do not have good reasons for hunting the whales. However, I can see why some people do it.

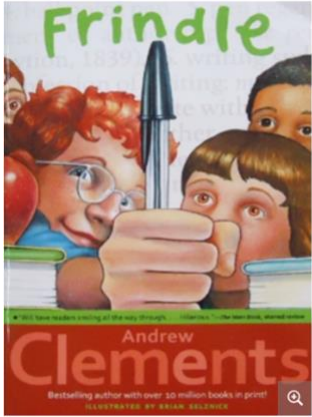
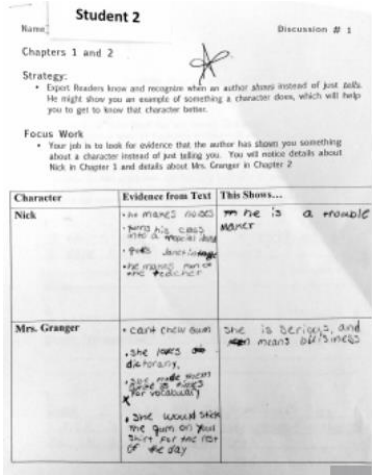
### 5<sup>th</sup> Grade Opinion-Writing Rubric

	Structure	Development	Language Conventions
3	<ul style="list-style-type: none"> <li>The writer makes a clear claim about the topic/text, backs it up with reasoning, and provides detailed text evidence to support each reason.</li> <li>Paragraphs are well-organized to help make reasoning clear.</li> <li>The piece has an introduction that gets the reader's attention, provides background information on the topic/text, and states the claim clearly.</li> <li>The writer uses transition words (such as "shows that," "specifically," and "another reason") to link the claim, supporting reasons, and specific evidence, and to help readers follow his or her thinking.</li> <li>The conclusion effectively recaps the argument made throughout the paper.</li> </ul>	<ul style="list-style-type: none"> <li>The writer supports his or her claim with reasons that are clear and do not repeat.</li> <li>Evidence for those reasons includes facts, examples, and passages from the text.</li> <li>Tone is scholarly, and word choice is precise and varied.</li> </ul>	<ul style="list-style-type: none"> <li>The writer uses his or her knowledge of spelling patterns to spell most words correctly throughout.</li> <li>Important words from the text are spelled correctly.</li> <li>The writer effectively uses punctuation for clarity and to avoid run-on sentences in particular.</li> </ul>
2	<ul style="list-style-type: none"> <li>The writer makes a clear claim about the topic/text and supports it with reasoning. The writer tries to include text evidence, but evidence is not specific or varied enough.</li> <li>The writer uses logical paragraph structure, but paragraphs may stray off-topic.</li> <li>The piece has an introduction with a clear claim, but it might not provide enough background information or work to get the reader's attention.</li> <li>The writer uses some transition words to help the reader follow the thinking in the essay.</li> <li>The essay has a conclusion, but it might not effectively summarize the argument of the paper in total.</li> </ul>	<ul style="list-style-type: none"> <li>The writer's reasoning is clear, but some reasons might be less strong and/or overlap with each other.</li> <li>The writer includes evidence from the text but might not quote the text directly.</li> <li>Tone is scholarly, but word choice could benefit from being more varied or precise.</li> </ul>	<ul style="list-style-type: none"> <li>The writer uses his or her knowledge of spelling patterns to strive for correctness throughout, though there may be occasional errors.</li> <li>The writer strives to use punctuation for clarity, though there may be occasional errors.</li> </ul>
1	<ul style="list-style-type: none"> <li>The writer shares an opinion about a topic/text, but reasoning and/or evidence is unclear.</li> <li>The essay is not structured in logical paragraphs.</li> <li>The introduction lacks a clear claim, and it does not provide background information on the text/topic.</li> <li>The writer does not use transition words to help the reader follow the thinking throughout the essay.</li> <li>The essay lacks a conclusion, or conclusion fails to recap the content of the essay.</li> </ul>	<ul style="list-style-type: none"> <li>Reasons are repetitive and/or unclear.</li> <li>The essays lacks in specific, text-based examples.</li> <li>Tone is overly casual or conversational; word choice is imprecise.</li> </ul>	<ul style="list-style-type: none"> <li>There is a lack of effort around spelling and punctuation; errors contribute to difficulty for the reader in following meaning throughout the essay.</li> </ul>




## Module 1: Section 1D: Unpacking Multidimensionality: Grade 5 Sample Tasks

### Participant Guide

Student Work Sample	Identified Targeted Reading and Writing Standards	Degree of Alignment	Rationale
<p>Sample Task 1:</p>  	<p><b>RL.5.1</b> QUOTE ACCURATELY FROM A TEXT when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.2</b> Analyze how the THEME is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.</p> <p><b>RL.5.3</b> Compare/contrast CHARACTERS, SETTINGS OR EVENTS in a story or drama, using specific details to analyze their interaction over the course of the text.</p>	<p><input type="checkbox"/> None/Weak</p> <p><input type="checkbox"/> Partial</p> <p><input type="checkbox"/> Strong</p>	

Please note that inclusion of these sample tasks does not represent that this task is endorsed by or rejected by the Kentucky Department of Education. Inclusion of these tasks was for the sole purpose of allowing participants the opportunity to investigate the *Kentucky Academic Standards for Reading and Writing* more closely. All tasks were selected from <https://tntp.org/student-work-library>.

Student Work Sample	Identified Targeted Reading and Writing Standards	Degree of Alignment	Rationale
<p>Sample Task 2:</p> <p>Japan pleads for change in rules to allow for some whale hunting</p> <p>By Agence France-Presse, adapted by Newsela staff on 10/31/16 Word Count: 718</p>  <p>Facts of whale meat to be sold hang in a specialty store in the Aomori shopping district of Tokyo, Japan, March 27, 2014. Photo: AP Photo/Bruce H. Wilson</p> <p>On Wednesday, Japan asked the International Whaling Commission (IWC) for permission to hunt more whales. Japan argued that whale meat is a traditional source of food in the island country. Small communities on Japan's coast have been unfairly stripped from whaling, Japan said.</p> <p>Pro- and anti-whaling nations strongly disagree on Japan's request. They are gathered in Slovenia for an IWC meeting. The IWC is the global group that sets rules on whale hunting.</p> <p>As in other years, Japan was supported by Norway and Iceland, two Scandinavian countries that are in favor of whaling. Japan was strongly opposed by the United States, Europe and Australia, among others.</p> <p><b>Native Groups Can Hunt</b></p> <p>IWC only allows hunting by native groups that traditionally consume whale meat, or for scientific research. Whaling is not permitted for any other reason.</p> <p>You read two articles: one made the case for legalizing whale hunting and the other made the case against legalization of whale hunting. You will write an opinion essay in which you clearly state your opinion on whale hunting and use at least three pieces of evidence from the texts to support your position. Be sure to plan out your reasons and evidence before you begin writing your essay.</p> <p><b>Plan</b></p> <p>Reason #1: In danger of decreasing numbers</p> <ul style="list-style-type: none"> <li>"Japan's request would have a big effect on the whale's populations"</li> <li>"So many whales were being killed worldwide, they were in danger of becoming extinct."</li> </ul> <p>Reason #2: Not using the meat for good reasons</p> <ul style="list-style-type: none"> <li>"Just want to sell the meat when they say they want to use it for scientific research"</li> <li>"No longer rely on whale meat or whale oil to live."</li> </ul> <p>Reason #3: can see why other people do it</p> <ul style="list-style-type: none"> <li>"Whale meat is a traditional source of food"</li> <li>"Scientific research"</li> </ul> <p><b>Response</b></p> <p>I can see why some people think whale hunting is okay but I do not agree. It is unnecessary to hunt and kill these innocent creatures. For instance, some species of whales are in danger of going extinct and some people that do hunt whales do not have good reasons to do it.</p> <p>The first reason I am against whale hunting is because whales are in danger of their numbers decreasing and then going extinct. For example, according to an article about whaling in Japan, "Japan's request would have a big effect on the whale's populations." Another article said that "So many whales were being killed worldwide, they were in danger of becoming extinct." If we continue hunting whales they will quickly become even more endangered and could disappear from our oceans.</p> <p>In addition, some of the people who hunt whales, do not have good reasons for doing it. What I mean by this is that people just want to catch them and then sell their meat. In fact, Japan claims they're hunting whales for scientific research but other nations think that this is a cover-up to hunt whales and sell their meat. Another example of this is whaling in Bequia. They have continued to hunt whales even though they "no longer rely on whale meat or whale oil to live."</p> <p>Even though I do not think people should hunt whales I can see why some people do it. For some people whale meat is a tradition or source of food. They need to hunt whales for food to survive. It is also a tradition which could sometimes be okay. It is also okay if they are hunting whale for scientific research. The scientist or researchers are just trying to find out more about whales.</p> <p>Over all I do not think that whaling is appropriate. It's not okay because whales could go extinct and some people do not have good reasons for hunting the whales. However, I can see why some people do it.</p>	<p><b>RI.5.1</b> QUOTE ACCURATELY FROM A TEXT when <i>explaining what the text says explicitly</i> and <i>when drawing inferences</i> from the text.</p> <p><b>RI.5.6</b> Analyze MULTIPLE ACCOUNTS of <i>the same event or topic</i>, noting important similarities and differences in the PERSPECTIVE they represent.</p> <p><b>RI.5.8</b> Explain how an author uses REASONS and EVIDENCE to support particular CLAIMS in a text, <i>identifying which REASONS and EVIDENCE support which CLAIM(S)</i>.</p> <p><b>C.5.1</b> Compose OPINION PIECES, using writing and digital resources, <i>on topics or texts</i>, supporting the writer's perspective with reasons and information.</p> <p>a. Produce clear and coherent writing in which the development and organization <i>are appropriate to task, purpose and audience</i>.</p> <p>b. <i>Introduce a topic or text clearly</i>, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>c. Provide logically ordered reasons that are supported <i>by facts and details</i>.</p> <p>d. <i>Use grade-appropriate TRANSITIONS</i>.</p> <p>e. Provide a concluding section.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, <i>editing</i>, rewriting or trying a new approach.</p>	<p><input type="checkbox"/> None/Weak</p> <p><input type="checkbox"/> Partial</p> <p><input type="checkbox"/> Strong</p>	

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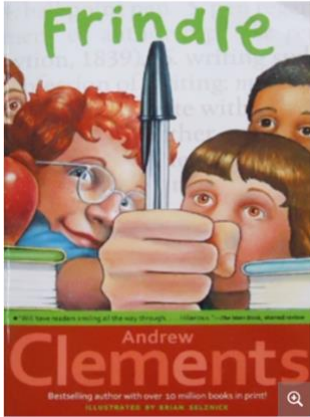
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# Module 1: Section 1D: Unpacking Multidimensionality: Grade 5 Sample Tasks

## Facilitator's Guide

Student Work Sample	Identified Targeted Reading and Writing Standards	Degree of Alignment	Rationale									
<p>Sample Task 1:</p>  <p>Student 2</p> <p>Name: _____ Discussion # 1</p> <p>Chapters 1 and 2</p> <p>Strategy:</p> <ul style="list-style-type: none"><li>Expert Readers know and recognize when an author shows instead of just tells. He might show you an example of something a character does, which will help you to get to know that character better.</li></ul> <p>Focus Work</p> <ul style="list-style-type: none"><li>Your job is to look for evidence that the author has shown you something about a character instead of just telling you. You will notice details about Nick in Chapter 1 and details about Mrs. Granger in Chapter 2.</li></ul> <table><tr><th>Character</th><th>Evidence from Text</th><th>This Shows...</th></tr><tr><td>Nick</td><td><ul style="list-style-type: none"><li>• he makes jokes</li><li>• he's in class</li><li>• he's a trouble maker</li><li>• he makes fun of Mrs. Granger</li><li>• he makes fun of Mrs. Granger</li></ul></td><td><p>he is a trouble maker</p></td></tr><tr><td>Mrs. Granger</td><td><ul style="list-style-type: none"><li>• can't know him</li><li>• she has a dictionary</li><li>• she made me a word for vocabulary</li><li>• she would show the gum on your shirt and the rest of the day</li></ul></td><td><p>she is serious, and she means business</p></td></tr></table>	Character	Evidence from Text	This Shows...	Nick	<ul style="list-style-type: none"><li>• he makes jokes</li><li>• he's in class</li><li>• he's a trouble maker</li><li>• he makes fun of Mrs. Granger</li><li>• he makes fun of Mrs. Granger</li></ul>	<p>he is a trouble maker</p>	Mrs. Granger	<ul style="list-style-type: none"><li>• can't know him</li><li>• she has a dictionary</li><li>• she made me a word for vocabulary</li><li>• she would show the gum on your shirt and the rest of the day</li></ul>	<p>she is serious, and she means business</p>	<p><b>RL.5.1 QUOTE ACCURATELY FROM A TEXT</b> when <i>explaining what the text says explicitly</i> and <i>when drawing inferences</i> from the text.</p> <p><b>RL.5.2 Analyze how the THEME is reflected</b> in the text, including but not limited to poems, stories and dramas, and <i>cite relevant implicit and explicit evidence to support thinking</i>.</p> <p><b>RL.5.3 Compare/contrast CHARACTERS, SETTINGS OR EVENTS</b> in a story or drama, <i>using specific details to analyze their interaction over the course of the text</i>.</p>	<div><input type="checkbox"/> None/Weak <input type="checkbox"/> Partial <input type="checkbox"/> Strong</div> <div>Facilitator Notes</div> <div>Weak</div> <div>This assignment is weakly aligned to the standards.</div>	<p><b>Key Points to look/listen for and share:</b></p> <p><b>RL.5.1</b> Students do make inferences about the characters’ qualities based on what the author “shows” readers in this grade-appropriate text. The chart includes the space for evidence from the text, but it is not clear that students must quote accurately from the text. In this sample, the student paraphrased the text. While paraphrasing is an important skill, the student practice of paraphrasing does not align to the critical content in this standard: <b>quoting accurately from the text</b> when explaining what the text says explicitly and when drawing inferences. Thus, the task does not align to the depth and rigor of the standard.</p> <p><b>RL.5.2</b> The assignment concerns the characters and how the author shows the characters’ qualities versus simply telling the reader what those qualities are. Yet, the task completely misses the mark on the substance of this standard, which is about analyzing theme and citing evidence to support the student’s thinking on how the theme is reflected. Students could discuss</p>
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			<p>how the theme is developed through characterization, but again, the task does not ask students to analyze the characters in terms of reflecting a theme. The alignment fails to align to the content, comprehension and analysis dimensions of the standard.</p> <p><b>RL.5.3</b> Though the task focuses students on the characters, it does not prompt them to compare/contrast characters or to use specific details to analyze their interactions over the course of the text. Thus, the task addresses content but not in the way the dimensions of comprehension and analysis require the content to be utilized in this standard. The task, then, does not align to the depth and rigor of the standard.</p>
<p><b>Sample Task 2:</b> Japan pleads for change in rules to allow for some whale hunting</p> <p><small>By Agence France Presse, adapted by Newsela staff on 10.31.16 Word Count: 718</small></p>  <p><small>Flocks of whale meat to be sold hang on a specialty store in the Japanese shopping district of Tsukiji, Tokyo, March 27, 2014. Photo: AP Photo/Bruce H. Hanamoto, File</small></p> <p>On Wednesday, Japan asked the International Whaling Commission (IWC) for permission to hunt more whales. Japan argued that whale meat is a traditional source of food in the island country. Small communities on Japan's coast have been unfairly stripped from whaling, Japan said.</p> <p>Pro- and anti-whaling nations strongly disagree on Japan's request. They are gathered in St. Petersburg for an IWC meeting. The IWC is the global group that sets rules on whale hunting.</p> <p>As in other years, Japan was supported by Norway and Iceland, two Scandinavian countries that are in favor of whaling. Japan was strongly opposed by the United States, Europe and Australia, among others.</p> <p><b>Native Groups Can Hunt</b></p> <p><small>IWC only allows hunting by native groups that traditionally consume whale meat, or for scientific research. Whaling is not permitted for any other reason.</small></p>	<p><b>RI.5.1 QUOTE ACCURATELY FROM A TEXT</b> when <i>explaining what the text says explicitly</i> and <b>when drawing inferences</b> from the text.</p> <p><b>RI.5.6 Analyze MULTIPLE ACCOUNTS of the same event or topic, noting important similarities and differences in the PERSPECTIVE they represent.</b></p> <p><b>RI.5.8 Explain how an author uses REASONS and EVIDENCE to support particular CLAIMS</b> in a text, <i>identifying which REASONS and EVIDENCE support which CLAIM(S).</i></p> <p><b>C.5.1 Compose OPINION PIECES</b>, using writing and digital resources, <i>on topics or texts</i>,</p>	<p><input type="checkbox"/> None/Weak <input type="checkbox"/> Partial <input type="checkbox"/> Strong</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Facilitator Notes:</p> <p>Strong</p> <p>This assignment is strongly aligned to the standards.</p> </div>	<p><b>Key Points to look/listen for and share:</b></p> <p><b>RI.5.1</b> Students must refer extensively to key ideas and details in the text to substantiate their claims about whether or not whale hunting should be legal. The instructions also require that students include at least three pieces of evidence from the text to support their opinion. For further clarification, in the section on development, the rubric stipulates that evidence must include “facts, examples, and <b>passages from the text</b>” for a score of 3. The development indicator for a score of 2 says, “The writer includes evidence from</p>

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<p>You read two articles: one made the case for legalizing whale hunting and the other made the case against legalization of whale hunting. You will write an opinion essay in which you clearly state your opinion on whale hunting and use at least three pieces of evidence from the texts to support your position. Be sure to plan out your reasons and evidence before you begin writing your essay.</p> <p><b>Plan</b></p> <p>Reason #1: In danger of decreasing numbers</p> <ul style="list-style-type: none"> <li>Japan's request would have a big effect on the whale's populations.</li> <li>"So many whales were being killed worldwide, they were in danger of becoming extinct."</li> </ul> <p>Reason #2: Not using the meat for good reasons</p> <ul style="list-style-type: none"> <li>Just want to eat the meat when they say they want to use it for scientific research.</li> <li>"No longer rely on whale meat or whale oil to live."</li> </ul> <p>Reason #3: Can see why other people do it</p> <ul style="list-style-type: none"> <li>Whale meat is a traditional source of food.</li> <li>Scientific research.</li> </ul> <p><b>Response</b></p> <p>I can see why some people think whale hunting is okay but I do not agree. It is unnecessary to hunt and kill these innocent creatures. For instance, some species of whales are in danger of going extinct and some people that do hunt whales do not have good reasons to do it.</p> <p>The first reason, I am against whale hunting is because whales are in danger of their numbers decreasing and then going extinct. For example, according to an article about whaling in Japan, "Japan's request would have a big effect on the whale's populations." Another article said that "So many whales were being killed worldwide, they were in danger of becoming extinct." If we continue hunting whales they will quickly become even more endangered and could disappear from our oceans.</p> <p>In addition, some of the people who hunt whales, do not have good reasons for doing it. What I mean by this is that people just want to catch them and then eat their meat. In fact, Japan claims they're hunting whales for scientific research but other nations think that this is a cover-up to hunt whales and sell their meat. Another example of this is whaling in Bequia. They have continued to hunt whales even though they "no longer rely on whale meat or whale oil to live."</p> <p>Even though I do not think people should hunt whales I can see why some people do it. For some people whale meat is a tradition or source of food. They need to hunt whales for food to survive. It is also a tradition which could sometimes be okay. It is also okay if they are hunting whales for scientific research. The scientist or researchers are just trying to find out more about whales.</p> <p>Over all do not think that whaling is appropriate. It's not okay because whales could go extinct and some people do not have good reasons for hunting the whales. However, I can see why some people do it.</p> <p><b>10<sup>th</sup> Grade Opinion-Writing Rubric</b></p> <table border="1"> <thead> <tr> <th></th><th>Structure</th><th>Development</th><th>Language Conventions</th></tr> </thead> <tbody> <tr> <td>3</td><td> <ul style="list-style-type: none"> <li>The writer makes a clear claim about the topic/issue, backs it up with reasoning, and provides credible evidence to support well-reasoned paragraphs on well-supported topics making convincing claims.</li> <li>The thesis or position is clear and the writer's opinion, position, stance, and conclusion are clear throughout the text.</li> <li>The writer uses transition words such as "because," "therefore," "as a result," and "consequently" to link the ideas, supporting reasons, and specific evidence, and to help readers follow the writer's thinking.</li> <li>The evidence effectively supports the argument made throughout the essay.</li> </ul> </td><td> <ul style="list-style-type: none"> <li>The writer supports his or her claim with evidence from at least two credible sources, and the evidence is relevant, credible, and comes from the text.</li> <li>The writer includes facts, statistics, and quotations from the text.</li> <li>The writer includes a variety of evidence from the text to support his or her claim.</li> <li>The writer includes a variety of evidence from the text to support his or her claim.</li> <li>The writer includes a variety of evidence from the text to support his or her claim.</li> </ul> </td><td> <ul style="list-style-type: none"> <li>The writer uses the correct knowledge of spelling patterns to spell most words correctly.</li> <li>The writer uses the correct knowledge of spelling patterns to spell most words correctly.</li> <li>The writer uses the correct knowledge of spelling patterns to spell most words correctly.</li> <li>The writer uses the correct knowledge of spelling patterns to spell most words correctly.</li> <li>The writer uses the correct knowledge of spelling patterns to spell most words correctly.</li> </ul> </td></tr> <tr> <td>2</td><td> <ul style="list-style-type: none"> <li>The writer makes a clear claim about the topic/issue and supports it with reasoning. 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Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.</b></p> <p><b>b. Introduce a topic or text clearly, state an opinion and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</b></p> <p><b>c. Provide logically ordered reasons that are supported by facts and details.</b></p> <p><b>d. Use grade-appropriate TRANSITIONS.</b></p> <p><b>e. Provide a concluding section.</b></p> <p><b>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</b></p>		<p>the text but might not quote the text directly." While the instructional process for this standard is not included here, the task and scoring rubric will allow the teacher to measure the students' progress toward mastery of this standard. The task is aligned to all three dimensions in the standard.</p> <p><b>RI.5.6</b> The students are given two articles on the same topic: whale hunting. Before writing, they have to read and comprehend the differences in the authors' perspectives in order to develop their own opinion. The instructions highlight the differences in this case, but students are responsible for synthesizing the information to develop claims and reasons for their own opinion.</p> <p><b>RI.5.8</b> The task requires that students effectively break down the arguments in each piece, identifying author's point of view and reasoning, in order to compose their own. Students are also instructed to consider the dimensions of this standard for themselves as they must create a plan for their reasons and evidence before they begin writing.</p> <p><b>C.5.1</b> The writing prompt gives students opportunity to articulate a claim about whale hunting and support it with reasons and evidence. The rubric outlines clear,</p>
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			fifth-grade-level essay expectations: introduction, logically ordered reasons, effective transitions, and conclusion.

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